

Kenmore State High School

Responsible Behaviour Plan for Students **based on *The Code of School Behaviour***



1. Purpose

Kenmore State High is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Kenmore State High School Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Families are asked to familiarize themselves with these documents and agree to their conditions as a term of enrolment at Kenmore State High School.

2. Consultation and data review

Kenmore State High School has developed this plan in collaboration with our school community. Consultation with students teachers, parents was sought in conjunction with a team dedicated to contemporary research in the area of School Wide Positive Behaviour Support.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents has informed the development of this plan.

The Plan was endorsed by the Principal, the Parents' and Citizens' Association, School Council and Assistant Regional Director in June 2016, and will be reviewed in 2017 as required by legislation.

3. Learning and behaviour statement

All areas of Kenmore State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our school community has identified the following values:

- **Excellence – we are committed to personal excellence.**
- **Learning – everything we do is focussed on discovering, growing and improving.**
- **Integrity – We act with respect, dignity and fairness, demonstrating trustworthiness and responsibility.**
- **Belonging – Each person has the opportunity and support to succeed as a member of a just and equitable community.**
- **Partnerships – We create a network of local, regional and international support to build a strong sense of community.**

School-wide positive behaviour support

Our school's student wellbeing and behaviour management approaches are based on the foundation of School-Wide Positive Behaviour Support (SWPBS), which aligns to our school values. This approach is well-researched and has been shown to support and enhance the schools in which it is implemented.

A key aim of SWPBS is to create a positive school community with consistent expectations in all areas of school life. From the classrooms to the specialist rooms, from the front gate to the playground, SWPBS helps students understand what is expected of them and provides motivation to comply with those expectations.

The primary aim of SWPBS is to improve educational outcomes for students. It achieves this through:

- Prevention of behaviour problems and management of existing issues positively and consistently
- Developing skills and knowledge in schools for better teaching and learning
- Creating and maintaining a better school environment for students, teachers and the whole school community

At Kenmore, we promote academic excellence, leadership and striving for personal bests as the platform upon which to become responsible and proactive citizens. Closely aligned to the EQ Code of School Behaviour, our plan has been designed to deliver the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

School Rules at Kenmore SHS

At Kenmore we would like to help our pupils to become lifelong learners. We will offer them opportunities that will assist them to grow as a learner and as a human being. These will be based around being:

Be Safe – keeping physically, mentally and digitally safe at all times

Be Responsible - knowing right from wrong and supporting others

Be Respectful – understand values and beliefs of others, being kind and considerate

Be Involved – valuing participation and cooperation

These four school rules are overarching in regards to behaviour in all areas of our school and they help us to acknowledge:-

- Student behaviour is an educational issue rather than just a management issue. Classroom management skills and strategies are important and should be part of the total curriculum (formal and informal) and school organisation.
- Parents play a primary role in supporting and nurturing their children and we strive to gain parental input and involvement at Kenmore State High School.
- Students learn best when they:
 - are treated with understanding, respect and politeness
 - feel safe
 - feel challenged and engaged with the tasks they are completing
 - feel pride in their achievements
 - can work in a supportive classroom environment
 - are emotionally and physically well
 - feel belonging in the school community and have opportunities to express their opinions and stay informed
 - share and adhere to our school values & understand that behaviour is a choice and they can change their behaviour.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

SWPBS systems allow us to consider behaviour from a humanitarian point of view – embracing the concepts of social bonding to improve learning and restorative practices when things go wrong in our community.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Kenmore State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This strategy is designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

These expectations are communicated to students via a number of strategies, including:

- Explicit teaching of expectations and how they operate in all settings is conducted by Form Teachers and Year Co-ordinators at the beginning of the school year and regularly revisited during the year
- Reinforcement of learning from behaviour lessons on Year Level Assemblies and whole school assemblies
- Publication in the student diary and school website – behaviour matrices to explicitly state expected positive behaviours in the key areas of the school.
- Reminders of expectations by staff during class activities and extra-curricular activities

Behaviour matrices

CLASSROOM			
Be Safe	Be Respectful	Be Responsible	Be Involved
Follow instructions given to you by all staff (teachers, tuckshop workers, cleaners, teacher aides and groundsmen)	Treat staff and your fellow classmates with courtesy and kindness	Be prepared for learning – bring all of your equipment to classes and minimise the need to leave the class (toilet breaks, drinks etc.)	Participate in all of your class activities and do your best
Be in your right class at the right time	Listen to instructions Listen to your teachers Listen to your classmates	Value and look after all resources, property and spaces in our classrooms	Be engaged in all of the learning opportunities your teachers and classmates provide
Know and follow the routines of each of your classroom/ subject areas	Follow the directions of all staff whether in class, on the oval, on excursion etc.	Set your goals and push yourself to achieve them	Look out for your friends and classmates, allow and encourage them to be included
Maintain your personal space, keep your hands and feet away from others	Be open to, and understanding of, other people's beliefs, ideas, backgrounds, experiences, individuality, differences, learning abilities, talents etc.	Take ownership of how you behave (be proud of your successes and be mindful of your responses if you need to keep trying)	Sincerely try your best – see yourself as part of the team
Move in and out of your classrooms in an orderly fashion. Move around your space in a measured and fair manner	Communicate positively and effectively with words that are kind, considered, non-judgemental, non-discriminatory, constructive and reasonable for the situation/context	Engage with the content and assessment in your classes - ask for help and complete your work	Cooperate with your classmates in group tasks and activities
Use all equipment as directed by your teachers	Be open to feedback and suggestions on your learning	Be on time for class	Include others and appreciate their strengths and stretches

	Be open to new ways of learning	Take pride in your work	Celebrate your successes and achievements
PLAYGROUND			
Be Safe	Be Respectful	Be Responsible	Be Involved
Follow all instructions given to you by all staff (teachers, tuckshop workers, cleaners, teacher aides and groundsmen)	Treat all staff and students with courtesy and kindness	Value and look after the property and spaces in the playground	Support school wide events and activities through participation
Move around your space in a measured and fair manner – play in the spirit of the game. Be competitive but not aggressive	Follow the directions of all staff when they direct you to do something	Take ownership of your own behaviour – think and consider what you are doing at all times. Admit when you're wrong, it's ok to move on	Be part of a team that responds positively – do what adults are telling you because they care about our school AND YOU!
Maintain your personal space, keep your hands and feet away from others	Appreciate the facilities that the school have provided for you	Look after our environment - use bins and pick up litter in your area. Take litter with you until you reach a bin	Look out for your friends and classmates, encourage them and include them
Respect other people's personal space	Consider the perspectives of others – work through problems and find solutions together	Look after your equipment and belongings	
Be sun smart	Remember teachers are there to help you	Report any trouble to staff on duty	
	Communicate positively and effectively with words that are kind, considered, non-judgemental, non-discriminatory, constructive and reasonable for the situation/context		

DIGITAL SPACES

Be Safe	Be Respectful	Be Responsible	Be Involved
Keep your personal passwords private and update them regularly	Submit your own work and acknowledge the sources you use	Keep your equipment safe and protected (e.g. carry laptops in a case etc.)	Check e-diary and your student emails regularly
Ensure antivirus software is working and up to date on all of your devices	Respect the copyright and ownership of digital property	Organise to have your school laptop fixed as soon as possible if it isn't working	Check student notices and events daily
Be aware! Choose your friends wisely and make careful decisions about your privacy	Take care of all of the IT facilities <ul style="list-style-type: none"> • Labs • Printers • Network drives etc. 	Keep your technology in a functional condition – charge the battery, avoid adding potentially harmful software and files etc.	Encourage, include and support people - in the online space
Ask for advice from your teachers if something online is worrying you	Care for other people's technology	Back up your work regularly and keep it well organised	Report any bullying and negative comments
Think carefully about what you share	Use social media to strengthen relationships and improve school work	Use your school laptop and school technology for schoolwork	Leave a positive digital footprint when communicating online
	Respect other people's perspectives and opinions when online	Ask for assistance if you are unsure about what to do	Model good online behaviour to other students
	Be a polite and positive cyber citizen	Use technology when and as directed by your teacher	
	Communicate positively and effectively with words that are kind, considered, non-judgemental, non-discriminatory, constructive and reasonable for the situation/context		

BUS

Be Safe	Be Respectful	Be Responsible	Be Involved
Listen to, and act quickly on, instructions given to you by your teachers or bus drivers – they are looking after you!	Be courteous and kind to others Be respectful of others by being on time for your bus so others aren't kept waiting	Be accountable for your behaviour – be positive and help others do the right thing on the bus	Follow the bus etiquette as directed by your teachers or bus drivers
Be aware! Travelling on our roads can be dangerous and you have a responsibility to model behaviour for other students	Be mindful that other people may have different perspectives and opinions on the bus – talk kindly and quietly	Be mindful of the resources you share with others - report any concerns to staff or a community member	Be a positive influence on your friends
Take care when you move around that you	Be appreciative that you have access to transport to and from	Be mindful of your school uniform and	Be proud of the Kenmore community – including your school!

are controlled, not pushing etc.	school – say thank you!	values when in our community	
Maintain your personal space, keep your hands and feet away from others	Offer your seat to others (elderly, people with young children etc.)	Have your Go Card/ Bus Pass ready	
	Communicate positively and effectively with words that are kind, considered, non-judgemental, non-discriminatory, constructive and reasonable for the situation/context		

COMMUNITY

Be Safe	Be Respectful	Be Responsible	Be Involved
Follow instructions given to you by responsible adults in our community	Treat members of our community with courtesy and kindness	Value and look after the property and spaces in our community	Support school wide events and activities through participation and attend community events
Move around your space in a considerate manner – consider other people and what they might think of you and our school	Consider the perspectives of others in our community	Report any concerns to staff or a community member	Encourage and support your friends and class mates, allow them to be included through positive talk
Use our community spaces in a way that does not cause harm to yourself or others	Appreciate the facilities in our community and that they are to be shared by all	Take ownership of your behaviour and be mindful of the school uniform and school values when in our community	Be proud of the Kenmore community – including your school!
Follow instructions, rules and the law at all times while in our community	Communicate positively and effectively with words that are kind, considered, non-judgemental, non-discriminatory, constructive and reasonable for the situation/context		

Reinforcing expected school behaviour

At Kenmore State High School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

We implement the following proactive and preventative measures to support the development of student behaviour:

School Wide Positive Behaviour reward system

- Students can be rewarded with a “Golden ticket” to acknowledge their positive behaviour (either in the classroom, playground areas or at the buses). Every fortnight at the full school (junior and senior) assemblies a ticket is drawn for each year level. The winners receive a \$10 voucher at the tuckshop/or local business and 20 House Points.
- Behaviour expectations are clearly explained during student induction to the school and at the beginning of each school year
- Behaviour expectations are revisited at regular intervals during the school year
- Clearly defined policies and practices are published for the entire school community and these policies are applied fairly
- We teach positive behaviours and resilience within all classes with a particular focus on the Habits of Mind to guide positive behaviours with respect to learning as well as social interactions
- Formal award recognition of students who have outstanding behaviour and effort results on a semester basis in the junior secondary phase (Principals Awards, School wide behaviour reward system)
- Allied student support services, including SBYHN, Guidance Officers, Chaplains, Year Co-ordinators work close with Deputy Principals to assist in the communication and enforcement of expected behaviour. The school welfare team (made up of the aforementioned people) tracks and responds to students deemed at risk.
- Individual behaviour and learning plans are developed in consultation with Deputy Principals, Guidance Officers, parents and relevant outside agencies for students who require a higher level of guidance around behaviour expectations. These plans provide a personal framework and reference for behaviour expectations and assist with the development of consistent strategies or adjustments across all learning environments.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:

Each year a small number students are identified through our data as **needing a little bit extra** in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour

may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

These students are supported through the work of Year Level Co-ordinators and the wider student welfare/support services team. A range of strategies are employed to assist the student to redirect behaviour and to develop the skills to increase their ability to be successful at school.

Intensive behaviour support:

We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The student support services team work in conjunction with Deputy Principals to:

- develop appropriate behaviour expectations and strategies
- monitor the impact of support for individual students through continuous data collection and review
- provides consistent strategies and adjustments outlined within the Individual Learning Plan

The Student Services Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team also includes individuals from other agencies already working with the student and their family and a representative from the school's Executive team.

5. Consequences for inappropriate or unacceptable behaviour

We make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to a member of the Executive Team

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause a staff member to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Executive

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, temporary removal of items of property, apology, restitution or detention
- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Potentially going to under point 3

Discuss 4 rules

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of serious harm
- require the involvement of school Administration as they constitute conduct that adversely effects or is likely to adversely affect other students, misconduct, disobedience, conduct that adversely effects or is likely to adversely affect the good order and management of the school.

Major behaviours result in a referral to school Executive Team because of their seriousness.

In each major case, a variety of actions may be undertaken as appropriate, including but not limited to:

- parent/guardian contact
- referral to Student Support Services Team, including Guidance Officers, Year Co-ordinator, SBYHN, Mental Health agencies.
- referral to external agencies, including QPS, behaviour support services, mental health
- formal monitoring of behaviour
- referral to Deputy Principal/Principal

The following behaviours are unacceptable at Kenmore State High School. The consequences and behaviour have been determined with a focus on natural justice principles and staff will then apply consequences from the range listed (not necessarily in the order listed). Every case will have the particular circumstances considered. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

This list is not exhaustive – other behaviours will be dealt with as appropriate. Definitions are in the glossary following this table.

	Behaviour	Possible Consequences
Classroom	▪ Late to class	<ul style="list-style-type: none"> ▪ Make up lost class time ▪ Detention/Friday afternoon detention
	▪ Non-completion of classwork or homework	<ul style="list-style-type: none"> ▪ Completion of work under supervision ▪ Referral to Student Support Services ▪ Application of Learning Policy
	▪ Refusal to complete work	<ul style="list-style-type: none"> ▪ Completion of work under supervision ▪ Application of Learning Policy ▪ Referral to Student Support Services ▪ Referral to Head of Department ▪ Detention/Suspension ▪ Cancellation of enrolment (post compulsory students)
	▪ Non-compliant with classroom instructions	<ul style="list-style-type: none"> ▪ Counselling by teacher ▪ Time out ▪ Detention ▪ Referral to Head of Department
	▪ Disrupting the learning of other students	<ul style="list-style-type: none"> ▪ Time out ▪ Detention ▪ Removal from classroom to another learning environment ▪ Referral to Student Support Services ▪ Suspension

	<ul style="list-style-type: none"> Not completing course requirement 	<ul style="list-style-type: none"> Application of Learning Policy Removal of unit of credit (senior school) Cancellation of enrolment (post compulsory) Application of Learning Policy consequences Withholding of Valedictory/Formal invitation
Attendance	<ul style="list-style-type: none"> Truancy (partial and whole day) 	<ul style="list-style-type: none"> Parent/guardian notified Make up lost time – detention/Friday afternoon detention Supervised breaks Daily report sheet Cancellation of enrolment (post compulsory students) Intervention by Guidance Officers (compulsory school aged students with persistent truancy) T1. T2. T3 letters as required Liaison with external agencies as required
	<ul style="list-style-type: none"> Leaving school grounds without permission/leave pass 	<ul style="list-style-type: none"> Parent/guardian notified Deputy Principal notified Daily report sheets Detention/Friday afternoon detention Supervised breaks Persistent offences will be considered disobedience
	<ul style="list-style-type: none"> Late to school (<i>without parent notification</i>) 	<ul style="list-style-type: none"> Referral to Deputy Principal if arrival is after 9.15am Parent/guardian contacted (repeated offences) Recording of absences on student reports Referral to Student Support Services
Electronic Devices	<ul style="list-style-type: none"> Inappropriate use of mobile telephones in classroom/outside the classroom 	<ul style="list-style-type: none"> Student sent to hand device in to the school office (receipt issued). Collection at 3pm from office upon presentation of receipt. Detention Suspension Repeated misuse will be considered wilful disobedience
	<ul style="list-style-type: none"> Recording or photographing without permission 	<ul style="list-style-type: none"> Student sent to hand device in to the school office (receipt issued). Collection at 3pm from office upon presentation of receipt. Detention/suspension
	<ul style="list-style-type: none"> Inappropriate email or digital communication (eg offensive language) 	<ul style="list-style-type: none"> Parent/guardian notified Internet/network access suspended/removed Detention/Suspension
	<ul style="list-style-type: none"> Visiting inappropriate internet sites/downloading inappropriate material on school owned devices or while connected to the school network eg. pornography 	<ul style="list-style-type: none"> Parent/guardian notified Internet/network access suspended/removed Limitations on network access Removal of 1:1 computer device (where appropriate) Detention/suspension

	<ul style="list-style-type: none"> Uploading inappropriate files, installing games, installing alternative operating systems 	<ul style="list-style-type: none"> Parent/guardian notified Suspension Removal of network rights
	<ul style="list-style-type: none"> Accessing/attempt to gain unauthorised access to any part of the Network systems eg. Via hacking, spyware or other back door methods 	<ul style="list-style-type: none"> Parent/guardian notified Removal of network rights (minimum 1 term) Suspension Deliberate damage to network will result in recommendation for exclusion
	<ul style="list-style-type: none"> Using teacher/network administrators logins to access/damage the school network 	<ul style="list-style-type: none"> Parent/guardian notified Removal of network rights (minimum 1 term) Suspension Deliberate damage to network will result in recommendation for exclusion
School Community	Inappropriate behaviour on excursions/camps/work experience	<ul style="list-style-type: none"> Parent/guardian notified Withdrawal/return from activity/camp Student may be excluded from attending further excursions/camps as determined by a member of the Executive Detention/Suspension/exclusion
	<ul style="list-style-type: none"> Placing/publishing inappropriate or abusive material about staff or KSHS in any public or school domain 	<ul style="list-style-type: none"> Parent/guardian notified Parent/guardian to organise removal of offensive/inappropriate material Suspension/exclusion QPS involvement as appropriate
	<ul style="list-style-type: none"> Contacting media outlets without the authorisation of the Principal 	<ul style="list-style-type: none"> Parent/guardian notified Suspension/exclusion
	<ul style="list-style-type: none"> Parking vehicles in school grounds (<i>students are to register details of their vehicle, driver name, passenger names and parent consent forms with the Deputy Principal Senior School</i>) 	<ul style="list-style-type: none"> Students will be requested to move their vehicles from the school grounds Persistent refusal to remove vehicles will result in matter being referred to parents/QPS
Student Safety	<ul style="list-style-type: none"> Inappropriate behaviour at school 	<ul style="list-style-type: none"> Students will be counselled about socially acceptable behaviour Parents/guardians will be contacted Detention/suspension
	<ul style="list-style-type: none"> Dangerous behaviour in class/at school 	<ul style="list-style-type: none"> Student will be required to make the situation safe Parent/guardian contacted Detention/suspension/exclusion
	<ul style="list-style-type: none"> Possession of weapons/dangerous items 	<ul style="list-style-type: none"> Items considered unsafe will be confiscated for collection by a parent/QPS Suspension/recommendation for exclusion
	<ul style="list-style-type: none"> Acting in a way that endangers self or others 	<ul style="list-style-type: none"> Parent/guardian contacted Referral to Student Support Services/external agencies as appropriate Detention/suspension/exclusion
School Environment and	<ul style="list-style-type: none"> Damaging/destroying property of school or others (or intent to damage/destroy property of school or others) 	<ul style="list-style-type: none"> Repair damaged property/replace damaged property at own/parent/guardian's expense Pay damages Suspension/exclusion Referral to QPS
	<ul style="list-style-type: none"> Graffiti 	<ul style="list-style-type: none"> Repairing/replacing damaged property Community service intervention

		<ul style="list-style-type: none"> ▪ Suspension/exclusion ▪ Referral to QPS
	<ul style="list-style-type: none"> ▪ Littering (<i>whether dropped by individual/group</i>) 	<ul style="list-style-type: none"> ▪ Cleaning up area/grounds
	<ul style="list-style-type: none"> ▪ Stealing (or intent to steal) ▪ Interfering with the property of others 	<ul style="list-style-type: none"> ▪ Returning stolen property ▪ Student may face suspension/exclusion ▪ Referral to QPS
Interaction with others	<ul style="list-style-type: none"> ▪ Wilful disobedience – refusing to follow the reasonable instructions of school personnel, despite previous interventions 	<ul style="list-style-type: none"> ▪ Parent/guardian contacted ▪ Detentions ▪ Possible suspension
	<ul style="list-style-type: none"> ▪ Inappropriate/abusive/offensive language <i>(incidental)</i> <i>(deliberate or persistent)</i> 	<ul style="list-style-type: none"> ▪ Student redirected ▪ Student apology/redress ▪ Detention ▪ Student apology/redress ▪ Detention/suspension
	<ul style="list-style-type: none"> ▪ Bullying/Threats/Harassment - including verbal, physical, sexual, racial, cyberbullying 	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Students made aware of policy ▪ Mediation ▪ Detention ▪ Referral to Student Support Services ▪ Commitment to intervention programs ▪ Withdrawal from classes/breaks for a period of time ▪ Suspension/exclusion ▪ Parents are to ensure that offensive/inappropriate materials are removed from public view or from electronic device ▪ Possible referral to QPS
	<ul style="list-style-type: none"> ▪ Violence/Fighting <i>(includes inciting violence/fighting)</i> 	<ul style="list-style-type: none"> ▪ Parents/guardian notified ▪ Suspension/exclusion from school ▪ Possible referral to QPS
Personal Conduct	<ul style="list-style-type: none"> ▪ Inappropriate/abusive/offensive language <i>(incidental)</i> <i>(deliberate or persistent)</i> 	<ul style="list-style-type: none"> ▪ Student redirected ▪ Student apology/redress ▪ Detention ▪ Student apology/redress ▪ Detention/suspension
	<ul style="list-style-type: none"> ▪ Failure to wear school uniform 	<ul style="list-style-type: none"> ▪ Students will be requested to rectify uniform by obtaining an item from home ▪ Detention will be issued for Uniform Room 1.15 – 1.35pm in A06 ▪ Parents/guardian notified ▪ Interview with parents to develop suitable plan to adhere to policy ▪ Failure to attend uniform detention will result in Friday detention referral

		<ul style="list-style-type: none"> Repeated refusal to comply with uniform requirements will be treated as disobedience
<ul style="list-style-type: none"> Smoking cigarettes in/around school grounds Smoking cigarettes while on a school activity <p><i>(or while in school uniform or identifiable as a Kenmore SHS student)</i></p>		<ul style="list-style-type: none"> Suspension 1 – 3 days Repeated offence – suspension 3 – 5 days Referral to SBYHN or intervention program Extended suspension for repeated offences Students in the company of smokers can expect similar consequences
<ul style="list-style-type: none"> Possession of cigarettes in/around school grounds Possession of cigarettes while on school organised activity <p><i>(or while in school uniform or identifiable as a Kenmore SHS student)</i></p>		<ul style="list-style-type: none"> A student suspected of being in possession of cigarettes (or associated materials) will be escorted to a member of Executive where he/she will be requested to empty his/her bag Suspension if in possession of cigarettes Cigarettes will be confiscated Parent/guardian notified
<ul style="list-style-type: none"> Possession of drugs* or drug implements in/around school grounds Possession of drugs* or drug implements on school activity, or while in school uniform or while identifiable as a Kenmore SHS student 		<ul style="list-style-type: none"> Students suspected of being in possession of drugs* or drug implements will be escorted to a member of Administration Parents/guardians called and invited to attend the school QPS will be involved Students in possession of drugs or drug implements or any substance they purport to be a drug can expect to be excluded from Kenmore SHS Students who are in the company of those involved in a drug related incident can expect similar consequences. Students attempting to acquire drugs or drug implements can expect similar consequences. <p>Kenmore State High School does not tolerate drug possession.</p>
<ul style="list-style-type: none"> Supply of drugs* on/around school grounds Supply of drugs* while on school organised activity or while identifiable as a Kenmore SHS student 		<ul style="list-style-type: none"> Parents/guardians informed and invited to attend the school Students supplying drugs or any substance purported to be a drug can expect to be excluded QPS will be involved Students who are in the company of those involved in a drug related incident can expect similar consequences <p>Kenmore State High School does not tolerate drug supply</p>
<ul style="list-style-type: none"> Use of drugs * on/around school grounds Use of drugs while on a school activity or while identifiable as a Kenmore SHS student 		<p>If a student is suspected of using a drug or being under the influence of a drug while at school the following will occur:</p> <ul style="list-style-type: none"> Student will be escorted to Administration to a member of the Executive Parents/guardians informed and invited to attend the school

		<ul style="list-style-type: none"> ▪ Student will be isolated and supervised until parents arrive ▪ Medical attention will be sought, where necessary ▪ Executive will conduct thorough investigation ▪ QPS involvement ▪ Students who are under the influence of drugs or who use drugs at school can expect to be excluded ▪ Students who are in the company of those involved in a drug related incident can expect similar consequences. <p>Kenmore State High School does not tolerate drug use.</p>
	<ul style="list-style-type: none"> ▪ Possession of alcohol on/around school grounds ▪ Use of alcohol on/around school grounds ▪ Use of alcohol while on a school activity or while identifiable as a Kenmore SHS student 	<p>If a student is suspected of possessing alcohol, using alcohol or being under the influence of alcohol at school the following will occur:</p> <ul style="list-style-type: none"> ▪ Student will be escorted to Administration to a member of the Executive ▪ Parents/guardians will be informed and invited to attend the school ▪ Student will be isolated and supervised until parents arrive ▪ Medical attention will be sought, where necessary ▪ Executive will conduct a thorough investigation ▪ Suspension will occur ▪ Students supplying alcohol to others will be suspended and may be considered for a recommendation for exclusion.
	<ul style="list-style-type: none"> ▪ Students charged with a criminal offence 	<p>If a student is charged with an offence, the principal will consider whether student's behaviour constitutes one or more of the following grounds for suspension:</p> <ul style="list-style-type: none"> ▪ the offence is of a serious nature; or ▪ the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending. <p>In either or both cases the principal will</p> <ul style="list-style-type: none"> ▪ notify the parents and the student and invite them to consider the relevant evidence ▪ Give the student and parent the opportunity to discuss the allegations and respond if they choose ▪ Verbally notify the student and parent of the suspension and the date on which it will commence ▪ Arrange for the provision of an educational program for the student while they are suspended

		<ul style="list-style-type: none"> ▪ Ensure that a regional case manager is allocated to support the student and parents <p>As soon as the charge is dealt with the principal may:</p> <ul style="list-style-type: none"> ▪ Decide to propose to exclude the student; ▪ Decide not to propose to exclude the student and notify the student and parent in writing that the suspension has ended.
	<ul style="list-style-type: none"> ▪ Students convicted of an offence 	<p>If a student is convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school, the principal will:</p> <ul style="list-style-type: none"> ▪ notify the parents and the student and invite them to consider the relevant evidence ▪ Verbally notify the student and parent of the suspension with a proposal to exclude and the date on which it will commence ▪ Arrange for the provision of an educational program for the student while they are suspended ▪ Ensure that a regional case manager is allocated to support the student and parents <p>Within 20 school days of giving the student the proposed exclusion notice, the principal may:</p> <ul style="list-style-type: none"> ▪ Decide to exclude the student; ▪ Decide not to exclude the student and notify the student and parent in writing that the suspension has ended.

*Drugs as referred to in this table may include illicit and prohibited substances, prescription drugs, inhalants and any substance purported to be a drug.

Definition of consequences*

Time Out	<p>The Principal or teacher is responsible for using Time Out:</p> <ul style="list-style-type: none"> ▪ as one of a range of options for students to manage their own behaviour ▪ in order to assist a student in calming down process ▪ as a strategy to reduce the frequency of a particular behaviour <p>Time out is defined as giving a student time away from their regular class program/routine:</p> <ul style="list-style-type: none"> ▪ to a separate area within the classroom ▪ to another supervised room or setting.
Detention	<p>The Principal or teacher may use detention as a consequence for disobedience, misbehaviour, or other breaches of school expectations.</p> <p>Detentions may take place during school time or after school hours, as determined by the principal/teacher. After school detentions will be supervised detentions at a time and place determined by the school (parents will be contacted before an after school detention is imposed).</p>
Community Service Intervention	<p>The principal may, at their discretion, require a student to undertake community service activities as a consequence for poor behaviour. In these</p>

	<p>circumstances, students may be required to complete a community service intervention:</p> <ul style="list-style-type: none"> ▪ Under the direct supervision of the principal/teacher ▪ Under the supervision of a host organisation (students aged 14 years and over only)*
Temporary Removal of Property	The principal or staff member has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .
Suspension	<p>The principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience; ▪ misbehaviour; ▪ Conduct that adversely affects, or is likely to adversely affect, other students; ▪ Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; ▪ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school; ▪ The student is charged with a serious offence.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ Persistent disobedience; ▪ misbehaviour; ▪ Conduct that adversely affects, or is likely to adversely affect, other students; ▪ Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; ▪ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff; ▪ The student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

Ensuring consistent responses to inappropriate or unacceptable behaviour

Staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable behaviour
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner
Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity.
- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.

- Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented.

7. Network of student support

Students are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- | | |
|----------------------|-----------------------------------|
| ▪ Parents | ▪ Guidance Officers |
| ▪ Teachers | ▪ Advisory Visiting Teachers |
| ▪ Support Staff | ▪ Senior Guidance Officer |
| ▪ Head of Department | ▪ School Chaplain |
| ▪ Executive Staff | ▪ School Based Youth Health Nurse |

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)

- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

We consider the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe schools hub](#)

12. Endorsement



John Fitzgerald
Executive Principal



Reid Pryor
P & C President



Scott Meehan
School Council Chair

John Norfolk
Assitant Regional Director

Effective Date: July 20 2016



Responsible Behaviour Plan for Students **based on *The Code of School Behaviour***

Appendix 1 - The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. This policy recognises that there is a legitimate use for personal technology devices in a classroom when they are used, under the direction of a teacher, to assist with and extend student learning.

Where a student brings a personal technology device to school, they must be used in accordance with school policy and their use in a classroom is under the direction of a teacher. The school discourages students from bringing any valuable item to school that may be damaged, stolen or lost and students who bring these devices to school do so on the understanding that they take full responsibility for the security of their device.

Personal Technology Device Etiquette

Devices must be turned off and out of sight during classes and assemblies unless they are used during a lesson under the direction of a teacher. Devices may be used at break times, before and after school, provided their use is in keeping with the requirements of the Responsible Behaviour Plan.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Kenmore SHS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, teachers without their permission etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school. * *Personal Technology Devices include, but are not limited to the following devices; iPhone, iPod, iPod Touch or iPad, PDAs, Blackberries®, mobile telephones and devices of a similar nature.*



Responsible Behaviour Plan for Students **based on *The Code of School Behaviour***

Appendix 2 - Procedures for Preventing and Responding to Incidents of Bullying (Including cyberbullying)

Purpose

1. Kenmore SHS strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Kenmore SHS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Kenmore SHS include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Kenmore SHS there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of

individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. All students are explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students have been taught the expected behaviours
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages. We tell students:
 - Not to respond to messages but keep them to report to parents and/or teachers/school administration immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Kenmore SHS will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms.

11. An initial introductory lesson is delivered, which teaches process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The initial introductory lesson is followed by additional sessions which focuses on bullying behaviour the school has identified and defined. These sessions include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
13. Kenmore SHS will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Kenmore SHS takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
15. Kenmore SHS uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



Responsible Behaviour Plan for Students **based on *The Code of School Behaviour***

Appendix 3 – Working Together to Keep Kenmore State High School Safe

We can work together to keep knives out of school. At Kenmore SHS every student has the right to feel safe and be safe at school.

- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension or exclusion
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the Principal and given to the police.

How can parents help to keep Kenmore SHS safe?

- Make sure your child knows what the laws and rules are about knives.
- Ensure that your child does not carry a knife on their person or in their bag
- Contact the Principal if you believe your child is being bullied or threatened at school.